DOCUMENT RESUME

ED 349 055 JC 920 443

AUTHOR	Rudmann, Jerry
TITLE	An Evaluation of Several Early Alert Strategies for Helping First Semester Freshmen at the Community College and A Description of the Newly Developed Early Alert Retention System (EARS) Software.
INSTITUTION	Irvine Valley Coll., Irvine, CA.
SPONS AGENCY	California Community Coll. Fund for Instructional Improvement.
PUB DATE	27 Aug 92
NOTE	41p.
PUB TYPE	Reports - Descriptive (141) -- Reports - Evaluative/Feasibility (142)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Academic Achievement; *Academic Persistence; *College Freshmen; *Computer Oriented Programs; Computer Software; Computer Uses in Education; Faculty Advisers; *High Risk Students; Intervention; Mentors; Program Development; Program Evaluation; *School Holding Power; Tables (Data); Two Year Colleges; Two Year College Students
IDENTIFIERS	Early Alert Retention System; Irvine Valley College CA

ABSTRACT

An overview of the development and evaluation of an early alert procedure for identifying and assisting students experiencing academic difficulty at Irvine Valley College (IVC), in California, is provided in this report. The first section introduces IVC's new personal computer-based Early Alert Retention System (EARS) software, as well as the research conducted to evaluate the effectiveness of the project as it evolved. The next four sections present research summaries, providing a hypothesis, guiding questions, study methodology, detailed results, tables and charts, and conclusions for the following: (1) a pilot project of faculty mentoring for 160 students randomly selected from a pool of 800 new matriculants and collection of mid-semester alerts from faculty; (2) an evaluation of mid-semester early alerts using an experimental design which compared the performance of students who had been issued a letter of concern/support, those to whom letters requesting that they consult an "early advantage" advisor had been sent, and those not contacted; (3) early alert rosters issued to teachers of all first semester students; and (4) the effectiveness of College Student Inventory for predicting academic outcomes. A key finding presented in the second research summary is that full-time students receiving alert letters had the highest end-of-year retention (81.3%), while part-time students in both the advisor and letter groups had greater end-of-year retention than those not contacted. A detailed discussion of approaches to designing and implementing early alert processes conclude the report. An appendix includes a description of the EARS software, and samples of early alert forms, letters, and logs. (MAB)

ED349055

AN EVALUATION OF SEVERAL EARLY ALERT STRATEGIES FOR HELPING FIRST SEMESTER FRESHMEN AT THE COMMUNITY COLLEGE

and

A DESCRIPTION OF THE NEWLY DEVELOPED EARLY ALERT RETENTION SYSTEM (EARS) SOFTWARE

by

Jerry Rudmann

August 27, 1992

Irvine Valley College
5500 Irvine Center Drive
Irvine, CA 92720
(714) 559-3387

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

J. Rudmann

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

JC 920 443

This study was made possible by a Fund for Instructional Improvement (FII) grant through the Chancellor's Office of the California Community Colleges.

BEST COPY AVAILABLE

ABSTRACT

Irvine Valley College has just completed a 2-year study of the effectiveness of mid-semester, early alert follow-up procedures designed to help first-semester freshmen having trouble in their classes. The Early Alert Retention System (EARS) pc-software, designed to facilitate the project, generates scannable, bubble-in, alert collection rosters. EARS also generates customized letters for mailing to students, and a variety of reports. The software is available to other colleges at minimal cost.

The project's most comprehensive study compared the academic outcomes of students randomly assigned to one of three groups: 1) early alert letter describing alerts and campus resources available to help; 2) see advisor letter regarding the alerts and to discuss success strategies; and 3) a control group. The academic outcome measures were cumulative GPA, course passrate, grade points earned, and college retention after two semesters. Eighty percent of the instructors provided alert feedback on their students. Nearly half the students were assigned one or more alerts. Compared to students receiving alerts, students without alerts had a significantly higher GPA and course passrate. Although none of the outcome measures differed significantly among the three treatment groups, the letter group had the highest end-of-year retention (81.3%) for full-time students, while both the advisor and letter groups had greater end-of-year retention for the part-time students.

Another study examined the ability of the College Student Inventory (CSI) to predict academic outcomes of full and part-time students. Several scales of the CSI were found to relate significantly to academic outcomes, prompting us to consider further use of the CSI as an early semester retention tool.

A final section provides suggestions regarding the design of an early alert process. This section concludes that 1) since community colleges will always have students at-risk of failure, they should have an early-alert process in place; 2) the letter to students, if well-designed, may be the best approach to follow-up; 3) since instructors are the primary source of information about student progress, faculty should be highly involved in the design of the early alert process; and 4) early alert students should be tracked so the college can determine the rate at which they report to services, can follow-up on those who fail to report, and can determine if the support services really are helping students.

TABLE OF CONTENTS

topic *page*

Introduction to Project.....1

The First Study: use of faculty advisors, and collection of mid-semester alerts.....2

Study Two: test of early alert effectiveness through an experimental design.....9

Study Three: re-evaluation of early alert.....17

Study Four: evaluation of the College Student Inventory (CSI) for predicting academic outcomes....20

Suggestions regarding the design of an early alert process.....23

APPENDIX.....28

The Early Alert Retention System (EARS) software....28

Software and hardware requirements to accommodate EARS.....29

Example of early alert collection sheet.....31

Example of customized letter sent to students.....32-33

Example of see advisor letter sent to students.....34

Example of advisor log generated by EARS.....35

Survey about early alert program.....36

BIBLIOGRAPHY.....37

Since the fall of 1990, Irvine Valley College has been developing and evaluating an early alert procedure for identifying and assisting students having academic problems. This project, made possible by a grant from the Fund for Instructional Improvement (FII) from the California State Chancellor's Office, has been successful in two major ways. First, excellent PC-based software has been developed and fully supports the early alert program at Irvine Valley College; the software is available to other colleges. The appendix includes a section on the EARS software including the hardware requirements and examples of the reports and documents EARS can generate. This project's second major achievement is a comprehensive study of the early alert process. Early alert has been evaluated through both correlational and experimental research designs; the findings of the evaluations have led to college to improve its program. Because of this research, important conclusions and recommendations have been reached regarding design of the mid-semester early alert system.

This paper presents a comprehensive report of the project. The study began in the fall semester of 1990 and concluded at the end of the spring semester, 1992. The first four sections of this report detail the four different research studies and their findings as the project evolved. Study one presents the fall, 1990 early alert study. Study two presents the fall, 1991 study. The third section presents the spring, 1992 study. Study four describes an evaluation of the College Student Inventory (CSI) which was administered to over 500 first semester freshmen. The CSI was evaluated for its ability to predict students' academic outcomes. The final section, section V, presents a list of comments, conclusions and recommendations for community colleges interested in developing an early alert system.

DEFINITION OF TERMS USED FOR THIS PROJECT. The following terms and definitions were adopted for this project.

TERM	DEFINITION
ALERT	An alert was any of the options checked by an instructor when completing an early alert roster. For each student, an instructor could check one or more of the following alerts: 1) OK - student doing alright 2) B - student needs basic skills class 3) S - student needs study skills/time mgt. 4) T - tutoring 5) C - counseling 6) A - class attendance needs improvement 7) M - missed too many classes, should drop 8) W - student has withdrawn from this class

OK-alert	OK or W alerts were counted as OK-alerts.
NOT-OK alert	Alerts other than OK or W were counted as NOT-OK alerts.
EARLY ADVANTAGE	This term was used interchangeably with early alert. In dealing with students we preferred the term *early advantage* because it seems more friendly and positive than *early alert*.
PASSRATE	Passrate was an numerical index which described the rate at which students successfully passed their courses. Passrate = (number courses in which a student earned A, B, C, or CR) / (number of courses in which a student earned A, B, C, D, F, W, CR, NCR). Early semester drops, DRs, were not included in the computation of passrate.

I. THE FIRST STUDY: faculty mentoring for selected students and collection of mid-semester alerts from faculty.

Introduction. We gained our initial early alert experience during the fall semester of 1990. This semester's work was a pilot to prepare us for the comprehensive research study which eventually took place during the fall of 1991. Our software was still under development and, although we were able to collect mid-semester alert information on a sample of students, we were unable to use the software to respond to these alerts by sending letters to students. We did, however, evaluate the effectiveness of early semester meetings between faculty advisors and first semester freshmen.

Questions guiding study one.

1) What percentage of instructors will respond to our request for mid-semester feedback on student progress?

2) What sorts of alerts will be assigned to the 160 student sample?

3) Will the mid-semester alerts relate to end-of-semester academic outcomes?

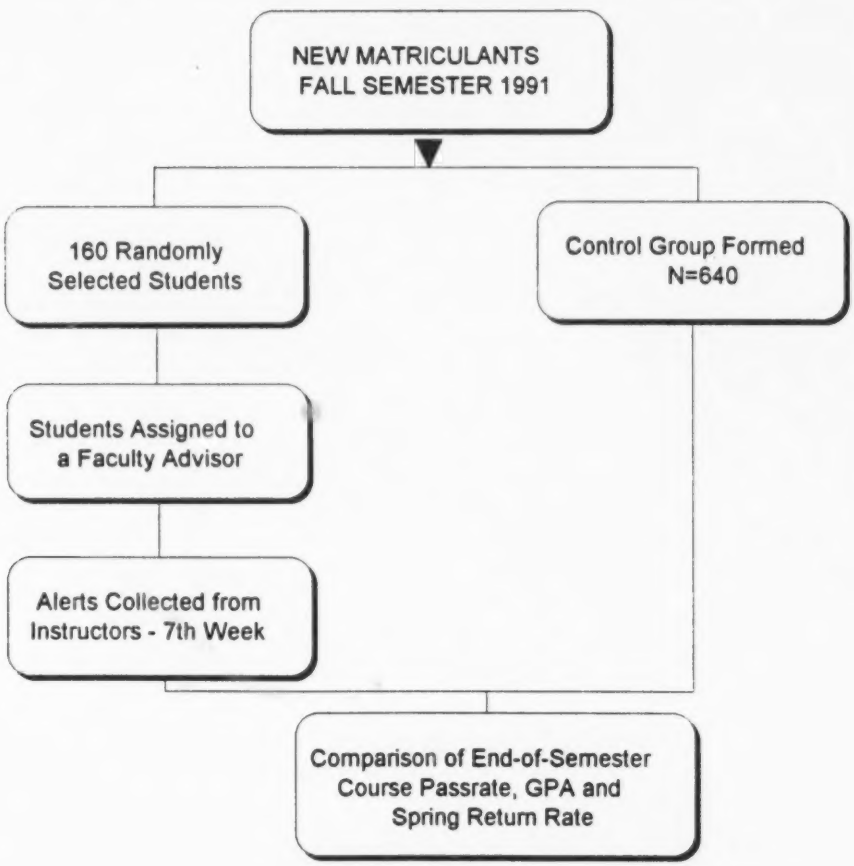
4) What percentage of the randomly selected students will report to their assigned faculty advisor?

5) Will student/faculty advisor meetings make any difference in student academic performance?

Method. In August of 1990, 160 students were randomly selected from a pool of 800 new matriculants. These 160 students were assigned to 8 faculty advisors, 20 students per advisor. A week before the fall semester began, letters were mailed to each of the 160 students. Each letter welcomed the student to the college and asked the student to make an appointment with his or her faculty advisor within 2 weeks. The faculty advisors attempted to reach non-responding students by phone.

The early semester, faculty-advisor appointments were an attempt to have the faculty advisors form a supportive relationship with the students early in the semester. The week prior to the beginning of the semester, the faculty advisors were given a training session covering the variety of support services, courses and workshops available to help students.

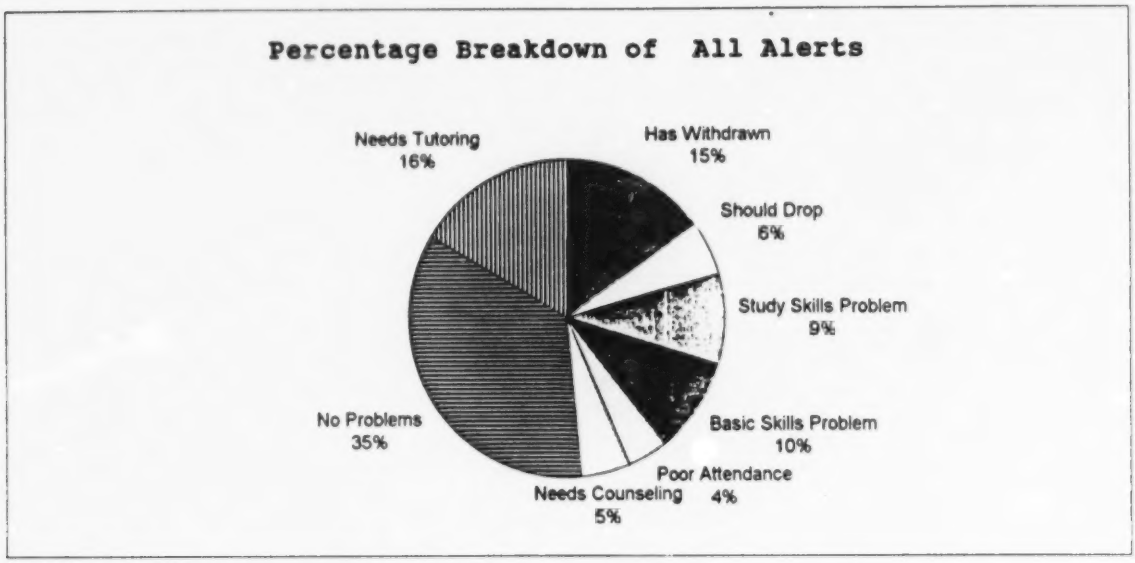
During the 8th week of the semester, newly designed "Early Alert Collection Rosters" were distributed to the instructors of all 160 students involved in the pilot study. The early alert collection roster is shown in the appendix. Although alert information was collected on these students, we did not use this information to contact students because the project software was not fully developed.



FLOWCHART FOR STUDY ONE

Results of Study 1.

The numbers of alerts issued by instructors. The pie chart below describes the types and percentage of alerts issued by instructors of the target students. We received instructor feedback for 140 (88%) of the 160 students involved in the study and found that 50% of the alerts were for "not OK" reasons.



Types of alerts and summary academic outcomes. Table 1 presents the types of alerts and the corresponding academic outcomes for the 160 participating students. The rows present summary outcome data for both full-time students (no shading) and part-time students (shading). The summary academic indicators (passrate, semester GPA, spring return rate) are not tied directly to the courses and instructors from which the alerts were generated. Instead, the summary indicators represent averages for all the courses in which each student was enrolled. Despite the indirect nature of the outcomes, the results support the notion that instructors can provide valid and potentially helpful diagnostic feedback about the students who are having academic difficulty.

Table 1. Type of Alert and Overall Course Pass Rate, Semester GPA, and Spring Return Rate.

		Pass Rate (%)	Semester GPA	Spring Return Rate (%)
OK	**ft**	**77.9 (90)**	**2.72 (87)**	**100.0 (90)**
No problems	pt	78.6 (7)	2.36 (7)	43.8 (7)
A2	**ft**	**68.8 (41)**	**2.46 (39)**	**100.0 (41)**
Tutoring	pt	16.7 (3)	1.05 (1)	37.5 (3)
A3	**ft**	**37.1 (13)**	**1.94 (10)**	**100.0 (13)**
Counseling	pt	00.0 (1)	1.00 (1)	50.0 (1)
A4	**ft**	**51.3 (9)**	**2.13 (8)**	**100.0 (9)**
Attendance	pt	00.0 (3)	1.00 (1)	75.0 (3)
A5	**ft**	**69.4 (24)**	**2.59 (22)**	**100.0 (24)**
Basic skills	pt	75.0 (2)	1.67 (2)	40.0 (2)
A6	**ft**	**64.5 (23)**	**2.38 (21)**	**100.0 (23)**
Study skills	pt	00.0 (1)	----- (0)	20.0 (1)
A7	**ft**	**36.8 (13)**	**1.77 (9)**	**100.0 (13)**
Should withdraw	pt	00.0 (4)	----- (0)	100.0 (4)
A8	**ft**	**72.9 (31)**	**2.46 (30)**	**100.0 (31)**
Has withdrawn	pt	16.7 (6)	1.72 (2)	46.7 (7)
Sample	**ft**	**71.7 (119)**	**2.60 (112)**	**100.0 (119)**
	pt	38.1 (21)	2.10 (13)	53.7 (22)
Population	**all**	**64.6 (789)**	**2.82 (629)**	**86.9 (744)**

The number of alerts and summary academic outcomes. Table 2 presents the summary academic indicators broken down by the number of alerts received by students. These results show that as the number of alerts increased, the quality of academic performance declined.

Table 2. Number of Alerts and the Associated Pass Rate, Semester GPA and Spring 1991 Return Rate.

	Course Pass Rate (%)		Semester GPA		Spring '91 Return Rate (%)	
Number	**ft**	pt	**ft**	pt	**ft**	pt
0	**85.0 (39)**	55.0 (10)	**2.97 (39)**	2.44 (8)	**100.0 (39)**	58.8 (10)
1	**64.5 (36)**	66.7 (3)	**2.34 (32)**	2.34 (2)	**100.0 (36)**	36.4 (4)
2	**75.2 (23)**	7.14 (7)	**2.58 (23)**	1.03 (3)	**100.0 (23)**	87.5 (7)
3	**60.9 (15)**	0.00 (1)	**2.28 (14)**	---- (0)	**100.0 (15)**	25.0 (1)
4	**37.5 (4)**	---- (0)	**3.15 (2)**	---- (0)	**100.0 (4)**	---- (0)
5	**75.0 (1)**	---- (0)	**1.64 (1)**	---- (0)	**100.0 (1)**	---- (0)
6	**25.0 (1)**	---- (0)	**1.00 (1)**	---- (0)	**100.0 (1)**	---- (0)

Response rate to faculty advisor and summary academic outcomes. Fifty-nine of the sample of 160 students met their advisors for early semester office visits. Table 3 reveals that students who met with an advisor, when compared to students who avoided these meetings, achieved greater academic success during their first year in college. The factor which led to the greater academic success of the students who saw their advisors is unclear. Did the meetings help the students, or were students who met their advisors simply more motivated to succeed in college?

Table 3. Response to Advisor and Course Pass Rate, Semester GPA, and Spring 1991 Return Rate.

	Met with Faculty Faculty Advisor		Did NOT Meet With Faculty Advisor	
	ft	pt	ft	pt
Pass Rate (%)	.777 (52)	.500 (7)	.666 (66)	.267 (15)
Avg. # of Mid-Semester Alerts	0.78 (40)	1.05 (19)	1.27 (57)	0.70 (30)
Semester GPA	2.76 (50)	2.47 (5)	2.45 (61)	1.87 (8)
Spring 91 Return Rate (%)	100.0 (53)	58.3 (7)	100.0 (65)	51.7 (15)

Table 4. Response to Advisor and Cumulative GPA, Cumulative Units Earned, and Retention Rates Four Semesters Later (spring of 1992).

	Met with Advisor		Did Not See Advisor		Control Gp (No Advisor)	
Outcome Measure	ft	pt	ft	pt	ft	pt
Retention (%) to Spring 92 Semester	42.5 (17)	47.4 (9)	56.9 (29)	16.7 (5)	39.8 (66)	15.5 (75)
Cumulative GPA	2.56	2.95	2.54	2.20	2.82	2.70
Avg Cum Units	44.7	32.3	43	19.8	48.1	29.4

With one exception, careful review of the data presented in Table 4 fails to provide a pattern of greater success for students who, during their first semester of college, met with a faculty advisor. The one exception was that relative to the other part-time groups, part-timers who met with an advisor had a higher retention rate, a higher cumulative GPA and earned more units.

Conclusions regarding research questions for study 1.

1) *What percentage of instructors responded to our request for mid-semester feedback?*

Eighty percent of the instructors having one or more of the sample students in their classes completed the early alert rosters. As a result, we received at least some alert information on all of the students. The level of instructor support was excellent.

2) *What sorts of alerts were assigned to the 160 student sample?*

Two hundred twenty-three alerts were received from instructors. The breakdown in order of frequency was "no problems" (35%), "needs tutoring" (16.2%), "has withdrawn" (15.2%), "needs basic skills" (9.6%), "needs study skills" (9.2%), "should drop--has missed too many classes" (5.6%), "needs counseling" (5.0%), "needs to improve attendance" (4.3%).

3) *Did the mid-semester alerts relate to end-of-semester academic outcomes?*

Full and part-time students assigned alerts other than "no problems" and "has withdrawn" earned lower semester grades and passed a lower percentage of their courses (see Table 1). Table 2 shows that as the number of NOT-OK alerts assigned to a student increased, course passrate and semester GPA declined. It was apparent that by mid-semester, instructors were able to accurately identify students needing help.

4) *What percentage of the randomly selected students reported to their assigned faculty advisor?*

Twenty of the original sample of 160 students did not register for any classes. Of the remaining 140 students, 59 (42%) met with their advisors. If the college were to formally implement the early semester faculty advisor program, it would need to develop strategies to encourage students to report to their advisors.

5) *Did student/faculty advisor meetings make any difference in student performance?*

Compared to students who avoided meeting with their faculty advisors, students who did meet with advisors performed considerably better during their first semester. The latter students passed and/or completed more of their courses, had a higher semester GPA, and were assigned fewer mid-semester alerts (see Table 3).

The most recent follow-up data available is summarized in Table 4. For full-time students, spring '92 retention figures were better for students who avoided meeting with their assigned advisors. Part-time students who met with their advisors did considerably better in terms of retention and cumulative GPA. One might conclude that the better academic outcomes found between the part-time students who met with their advisors versus those who avoided the advisor meetings were mostly due to student motivation. Perhaps more motivated, secure students readily took advantage of

the opportunity to meet a faculty advisor. However, the part-time students who saw their advisor also out-performed a control group of part-time students; those who saw an advisor had better retention and grades. It may be that first semester college freshmen who begin on a part-time basis are the students most likely to benefit from a faculty advisor program.

II. STUDY TWO: effectiveness of mid-semester early alert evaluated through a true experimental design.

Introduction. The early-alert software was now completely designed so we began our most comprehensive study of the early alert process. Early-alert rosters were issued to the instructors of all first semester freshmen. Three "treatments" were provided to alerted students. Letters of concern and descriptions of campus support services and/or study skills and basic skills courses were sent to one group of students. In the advisor condition, another group was asked to schedule an appointment with the "early advantage" advisor to discuss the alerts and possible support services; we wished to see if human contact, rather than just a letter, would make a difference. In the final group, the control group, students were not contacted. Fall 1991 and spring 1992 academic data were accumulated and analyzed to determine if the either of the intervention strategies had produced outcomes different than the control condition.

Hypotheses guiding study two.

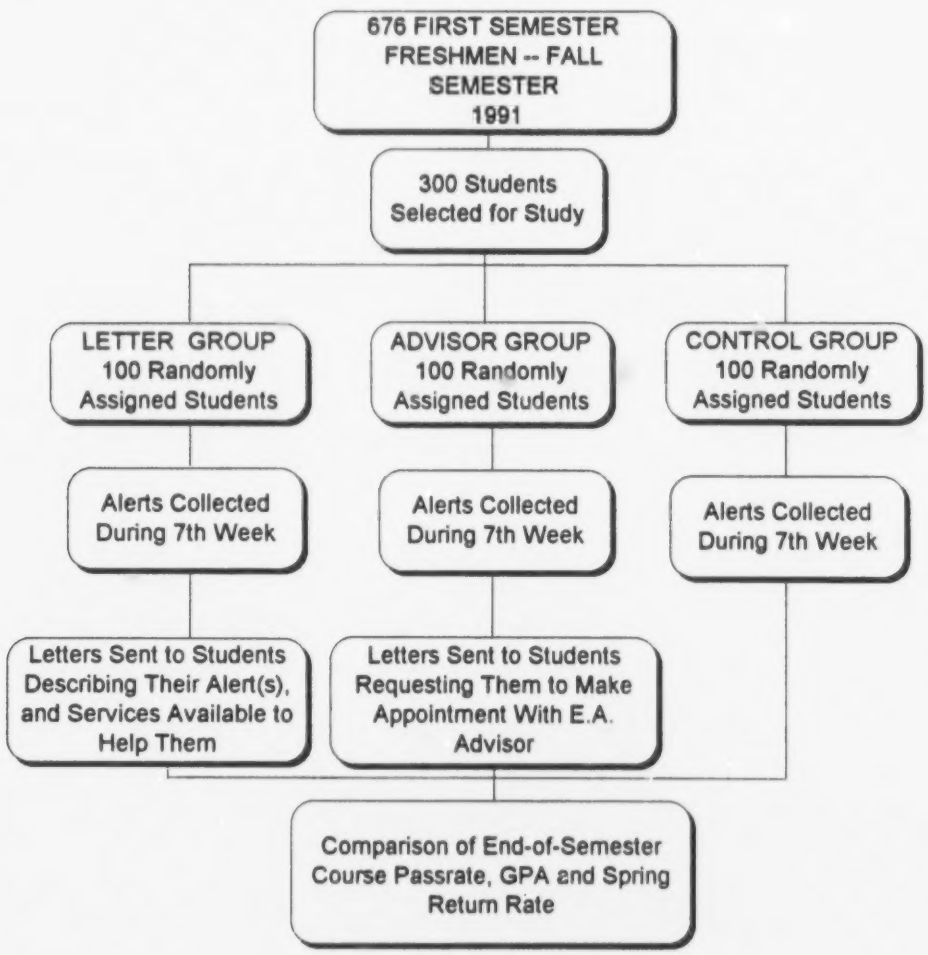
1) Students receiving OK alerts will perform better than students receiving not-OK alerts ("Performance" will be measured by course passrate, cumulative grade point average, and college retention).

2) Students in the letter condition will perform better than students in the control condition.

3) Students in the advisor condition who see the advisor will perform better than students in the control condition.

4) Students in the advisor condition who see the advisor will perform better than students in the advisor condition who do not see the advisor.

Method. Early-alert rosters were distributed to instructors during the 7th week of the fall semester of 1991. Three hundred of our 676 first semester freshmen were randomly assigned to one of three conditions: 1) letter of concern/support, 2) letter of concern and a request for the student to see the "early advantage" advisor for a meeting, or 3) a control condition in which no attempt was made to contact the student regarding any NOT-OK alerts issued by their instructors. Letters were mailed to students during the 9th week of the semester.


676 FIRST SEMESTER FRESHMEN -- FALL SEMESTER 1991
300 Students Selected for Study
LETTER GROUP 100 Randomly Assigned Students
ADVISOR GROUP 100 Randomly Assigned Students
CONTROL GROUP 100 Randomly Assigned Students
Alerts Collected During 7th Week
Alerts Collected During 7th Week
Alerts Collected During 7th Week
Letters Sent to Students Describing Their Alert(s), and Services Available to Help Them
Letters Sent to Students Requesting Them to Make Appointment With E.A. Advisor
Comparison of End-of-Semester Course Passrate, GPA and Spring Return Rate

Flowchart for Study Two.

An example of the letter sent to students in the "letter only" condition is shown the appendix (pages 32 to 33).

The letter explained the "early advantage program," and indicated the instructor(s), course name(s) and concern(s) (i.e., alerts) about the student's progress. The EARS software enabled us to print customized paragraphs for each alert. These paragraphs described the services, workshops and courses available to help students experiencing the problems indicated by the alerts. We designed the letters to maximize their effectiveness, while avoiding the detached tone of a form letter. We attempted to make the letters attractive, official, informative, concerned and non-threatening. The letters were laser printed and sent in envelopes carrying the Office of Admissions and Records in the return address area. Each letter was personally signed by the Vice President of Student Services.

The see-advisor letter informed the student about the new "early advantage program," and told the student that she/he had received one or more alerts. The student was not told the nature of the alert(s) nor the instructor(s) who issue it. The letter then asked the student to schedule an appointment with the early advantage advisor as soon as possible in order to get specific information about the alert(s) and to discuss appropriate support services and success strategies. An example of the "see advisor" letter is shown in the appendix (page 34).

Results of study 2. Eighty percent of the instructors responded by completing the early alert rosters by the 8th week of instruction. We were able to collect alert information on 77% of the initial 676 students, or 519 students. Our subsequent analyses were confined to these 519 students. Records showed that 257 (49.5%) of these 519 received not-OK alerts.

Alerts, semester GPA and course passrate. Table 5 below summarizes first semester outcomes for students receiving OK-only alerts versus those receiving not-OK alerts.

Table 5. Fall 1991 outcomes by alert category.

ALERT CATEGORY	SEMESTER GPA	COURSE PASSRATE
O.K. ONLY (262)	2.96	.82
NOT O.K. (257)	2.35	.52

T-tests found a significant difference between the group which received only OK alerts and the group which received NOT-OK alerts for semester GPA ($t=7.77$, $p < .001$) and for course passrate ($t=11.29$, $p < .001$). It was apparent that mid-semester alerts are valid predictors of end-of-semester academic measures.

Fall (1991) semester outcomes and early alert treatment group.

Table 6 summarizes fall semester academic outcomes for full-time students in the various treatment groups. The advisor treatment outcomes are further broken down into those who complied with the request to see the early advantage advisor and those who did not make contact. Table 7 presents the same information for part-time students who participated in the study.

Table 6. Summary outcomes for fall semester of 1991 for early alert experiment (full-time students).

	FULL-TIME STUDENTS (4 or more classes)				
TREATMENT GROUP	SEM GPA	CUM UNITS	GRADE POINTS	PASS RATE	N
CONTROL	2.20	10.5	24.6	.62	51
LETTER	2.24	10.2	24.3	.54	59
ADVISOR	2.31	10.2	25.5	.54	44
SAW ADVISOR	2.50	11.3	27.6	.63	23
DIDN'T SEE ADV	2.20	9.5	24.2	.47	21

Table 7. Summary outcomes for fall semester of 1991 for early alert experiment (part-time students).

	PART-TIME STUDENTS (1 to 3 classes)				
TREATMENT GROUP	SEM GPA	CUM UNITS	GRADE POINTS	PASS RATE	N
CONTROL	2.28	6.5	14	.28	48
LETTER	2.57	6.1	16.6	.37	48
ADVISOR	2.11	6.3	12.4	.34	39
SAW ADVISOR	2.51	4.8	14.4	.40	8
DIDN'T SEE ADV	1.77	5.2	10.8	.25	31

Each of the four academic outcomes across the three treatment levels were subjected to an analysis of variance test. None of these tests found a statistically significant different across treatment levels for full-time or part-time students. Full-time students in the advisor group earned the highest semester GPA. Part-time students in the letter group earned the highest semester GPA and passrate of the three groups of part-time students. Advisor group students who responded to the request to see an advisor performed better than students in this group who avoided the advisor contact. Outcomes within the advisor conditions were not statistically analyzed because the students were not randomly assigned to these two conditions and we suspected a self-selection bias had occurred.

Tables 8 and 9 show the spring semester outcomes for the full and part-time students respectively.

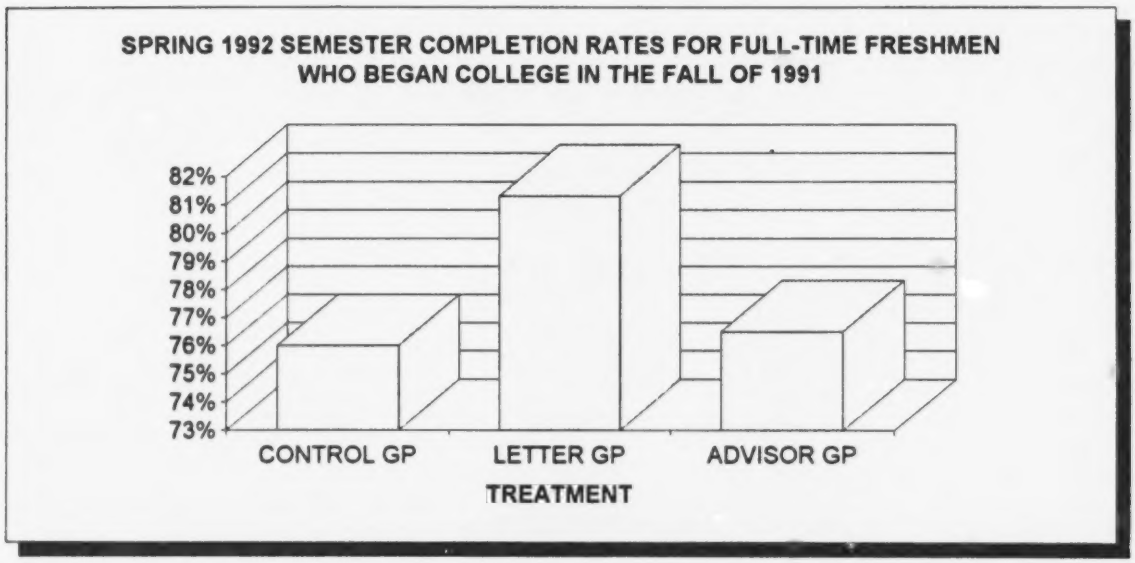
Table 8. Spring 1992 semester outcomes for full-time students who participated in the fall 1991 early alert experiment.

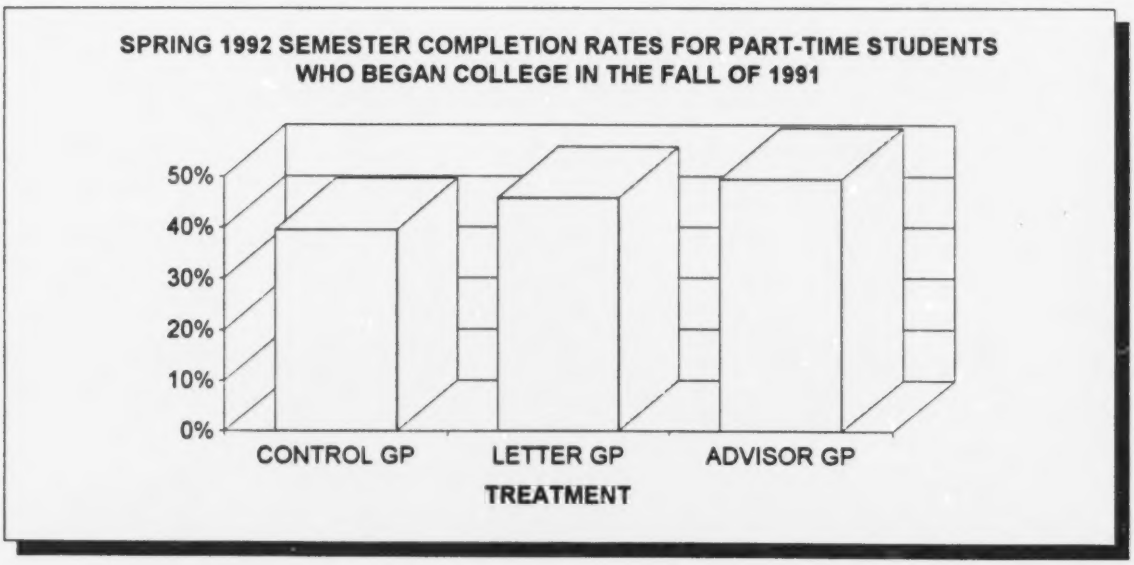
	FULL-TIME STUDENTS (4 or more classes)		
TREATMENT	COMPLETED SP SEMESTER	CUM GPA	CUM GRADE PTS
CONTROL	76%	2.18	24.1
LETTER	81.3%	2.19	27.0
ADVISOR	76.5%	2.23	24.9
SAW ADVISOR	88%	2.29	27.8
DIDN'T SEE ADV	68%	2.16	21.1

Table 9. Spring 1992 semester outcomes for part-time students who participated in the fall 1991 early alert experiment.

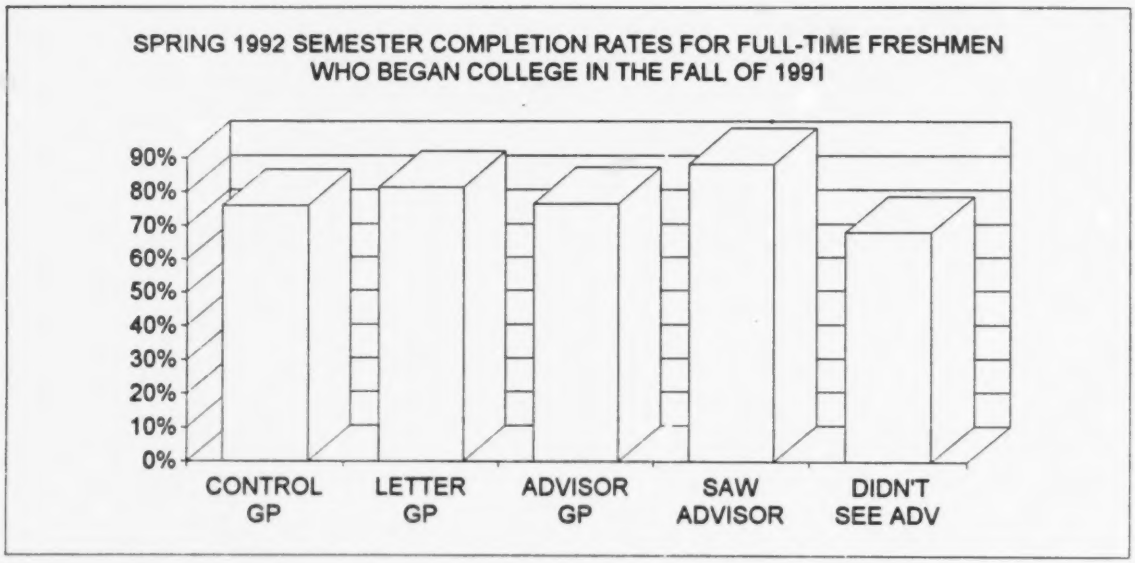
	PART-TIME STUDENTS (1-3 classes)		
TREATMENT	COMPLETED SP SEMESTER	CUM GPA	CUMULATIVE GRADE PTS
CONTROL	39.6%	1.99	19.7
LETTER	45.8%	2.41	17.3
ADVISOR	49.5%	2.09	18.1
SAW ADVISOR	50.0%	1.93	13.3
DIDN'T SEE ADV	48.4%	2.04	17.1

The next two graphs show the relative retention rates across all groups for full-time and part-time students involved in study 2.





The vertical scale used for the graphs shown above tends to overstate the group differences in retention. The graph shown next presents a more conservative view.



An analysis of variance was applied to the cumulative GPA and cumulative grade points earned. There were no statistically significant differences across treatment levels. Outcome measures for students who saw the early alert advisor were, in most cases, higher than those for students who did not see the advisor. For full-time students, the college retention rate was highest (81.3%) for students in the letter treatment group. The retention rates between the control and advisor conditions were very similar (76% versus 76.5%). A test for the difference between proportions found no significant difference in retention rates for the full-time students in the letter and control groups (z=0.62). For the part-time students, retention was best for the advisor group (49.5%), second best for the letter group (45.8%), and least for the control group (39.6%). A test for the difference between proportions found no significant difference between retention rates the part-time students in the advisor and control groups (z=0.97).

Conclusions regarding research hypotheses for study 2.

Hypothesis 1) *Students receiving OK alerts will perform better than students receiving not-OK alerts. "Performance" will be measured by course passrate, semester grade point average, and college retention.*

This hypothesis was supported. Students receiving OK-ONLY alerts had a higher average semester GPA and a higher average course passrate than students who received NOT-OK alerts.

Hypothesis 2) *Students in the letter condition will perform better than students in the control condition.*

When comparing retention through the spring semester across treatment groups, full-time students in the letter group were retained at the highest rate; part-time students in the advisor group were retained at a rate higher than the letter group who were retained at a rate higher than the control group. Although the differential retention rates tended to support the hypotheses, tests for a difference between two proportions found no statistically significant difference. When comparing GPA, passrate and units earned across the groups, no statistically significant differences were found.

Although the data showed trends supporting this hypothesis, statistical non-significance forced us to conclude that these differences were due to chance and not due to the treatment.

Hypothesis 3) *Students in the advisor condition who see the advisor will perform better than students in the control condition.*

The data supported this hypothesis, but a statistical test wasn't appropriate because of a possible self-selection confound. Students in the advisor treatment group who saw the advisor may have been more academically motivated.

Hypothesis 4) *Students in the advisor condition who see an early advantage advisor will perform better than students in the advisor condition who do not see the advisor.*

Data trends tended to support this hypothesis for most outcome measures for both the fall and spring semesters, but as explained above, the true reason may have been that students who saw the advisor were simply more academically motivated. Due to this possible self-selection bias, a statistical test wasn't considered appropriate.

III. THE THIRD STUDY: early alert rosters issued to teachers of all first semester students.

Introduction. Study three was a pilot test of what may become the standard early alert process at Irvine Valley College. The student population included all first semester students in the spring of 1992. Early alert rosters were issued to the instructors just before mid-semester. A few weeks later, early advantage letters were sent to students. There were no advisor or control groups. Near the end of the semester, students were surveyed about early alert.

Questions which guided study three.

1. *What percentage of instructors will respond to our request for mid-semester feedback on student progress?*

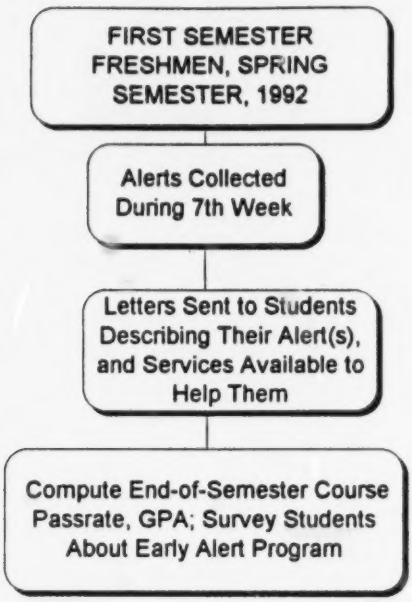
2. *Will the mid-semester alerts relate to end-of-semester academic outcomes?*

3. *Will students whom we survey indicate support for the early alert concept?*

4. *Will students whom we survey report that the early alert letters influenced them to make use of support services or to attend any study skills or basic skills courses?*

Method. During week 7 of the spring 1992 semester, early alert rosters were distributed to instructors of all first semester freshmen. Students assigned one or more NOT-OK alerts were sent customized letters during the 9th week. The letters incorporated the format as that described in study two.

Three weeks before the end of the semester, a survey about the early alert program was distributed to a randomly selected sample of freshmen whom had been sent early advantage letters. The survey, shown in the appendix (page 36), sought student opinion regarding the concept of an early alert process. The survey also sought to determine if the early advantage letters had influenced any students to contact a support service which had been recommended and/or to consider taking a recommended study skills or basic skills class.


FIRST SEMESTER FRESHMEN, SPRING SEMESTER, 1992
Alerts Collected During 7th Week
Letters Sent to Students Describing Their Alert(s), and Services Available to Help Them
Compute End-of-Semester Course Passrate, GPA; Survey Students About Early Alert Program

FLOWCHART FOR STUDY THREE

Results. Four hundred and forty-eight first semester students were involved in the study. Instructors provided alert feedback on 361 or 80.6% of the students. It was found that 168 (46.5%) of the 361 students received at least 1 NOT-OK alert. Sixty students (16.6%) received 2 or more alerts.

The relationship between alerts and measures of academic performance. The number of alerts was found to correlate significantly with semester GPA and course passrate. Table 10 shows results of the correlation analyses.

Table 10. Correlation coefficients between number of NOT-OK alerts received and end-of-semester academic outcomes (n=300).

	ALERTS	SEMESTER GPA	COURSE PASSRATE	CUM UNITS	GRADE POINTS
ALERTS	1.0	-.33**	-.37**	.11	-.03

**p < .001

The relationship between number of NOT-OK alerts and semester GPA and course passrate was further explored by separating students attending part-time (1-3 classes) and full-time (4 or more classes). See Table 11.

Table 11. Average semester GPA and course passrate by number of alerts for part-time and full-time students.

	FULL-TIME (4 OR MORE CLASSES)			PART-TIME (1 TO 3 CLASSES)		
# NOT-OK ALERTS	N	GPA	PASSRATE	N	GPA	PASSRATE
0	42	3.16	.77	156	3.19	.74
1	32	2.68	.69	34	2.48	.40
2	9	2.64	.62	10	2.59	.30
3	7	2.23	.52	2	2.50	.23
4	4	1.25	.49	1	0.00	.00
5	2	.44	.70	-	-	-

Survey of students. Forty-eight of a 100-student sample completed and returned the survey. The sample was drawn from students who had received one or more NOT-OK alerts. Responses to the survey items are shown below.

Recall receiving the Early Advantage letter? YES 87%, NO 13%

Which best describes your feelings about the Early Advantage program? SUPPORT IT 79%, NO OPINION 21%, DON'T SUPPORT 0%

Have you contacted the support service(s) recommended in your Early Advantage letter? YES 29%, NO 71%

(Services contacted were tutoring and the career center.)

If you have NOT contacted a recommended service, what is the probability that you will in the near future? 100%: 30%, 75%: 10%, 50%: 30%, 25%: -, 0%: 30%

What is the probability that you will take the study skills or learning skills class that was recommended? 100%: 30%, 75%: 20%, 50%: 30%, 25%: 10%, 0%: 10%

Conclusions regarding questions which guided study 3.

1. *What percentage of instructors responded to our request for mid-semester feedback on student progress?* About 80% of the instructors responded by completing the early alert rosters.

2. *Did the mid-semester alerts relate to end-of-semester academic outcomes?* The number of alerts was significantly related to semester GPA and course passrate, but not to units earned or grade points earned.

3. *Did students whom we surveyed indicate support for the early alert concept?* Nearly 80% responded that they like the idea of an early alert program, while 20% had no opinion. No students were opposed to the program. In future semesters, it will be important to continue to gather student and faculty opinions on the program.

4. *Did students whom we surveyed at the end of the semester report that the early alert letters influenced them to make use of support services or attend any courses designed to help them succeed?* Less than 30% of the students had contacted the recommended support service. Most of the students reported that there was a 50% or greater probability that they would take the recommended study skills or basic skills class in a subsequent semester.

IV. THE FOURTH STUDY: an evaluation of the College Student Inventory (CSI) for predicting academic outcomes.

Introduction. During the fall semester of 1991, the semester in which we conducted the experimental study of three early alert treatments, we also began a study of the College Student Inventory (CSI). The CSI, available from Noel-Levitz Centers for Institutional Effectiveness and Innovation in Coralville, Iowa, was administered to over 500 students. Schreiner (1991) reported that the CSI, "appears to be a promising tool for measuring a student's ability to succeed and persist in college." The CSI, which consists of 19 subscales, captures both academic and non-academic information from students and appears to be a rich source of information for colleges wishing to offer comprehensive support services for freshmen. We pilot tested the CSI in order to investigate its potential for helping to improve the early alert program.

The question which guided study 4: *Are any CSI scales able to predict outcomes such as GPA, passrate, college dropout?*

Method. The CSI was administered to 513 students enrolled in Applied Psychology 100, a 1.5 unit freshmen orientation course taught by counselors. Students completed the CSI about the 4th week of the fall semester. Of those who completed the CSI, 278 were first-semester freshmen. Because the matriculation program tracks all first-semester freshmen, we were able to determine the academic outcomes of these 278 students. Table 12 contains descriptive information about our sample.

Table 12. Characteristics of the sample students who took the CSI.

VARIABLE		Percentage	n
Gender	Male	54.7%	141
	Female	45.3%	117
Age	Range 16-29 years		
	Mode 18 years	32.6%	84
Fall '91 Enrollment Load	4 or more classes	60.5%	156
	1-3 classes	38.4%	99
	dropped all classes	1.2%	3
End of year GPA	>3.00	33.2%	65
	2.49-3.00	20.9%	41
	2.00-2.50	15.8%	31
	<2.00	31.1%	59
End of year Enrollment	Completed year	69.0%	178
	Dropped out spring semester	10.9%	28
	Didn't return for spring	20.2%	52

Results. Tables 13 and 14 summarize the CSI scales found to differentiate between students who stayed and those who dropped out or failed to register for the spring semester.

Table 13. CSI scales found to be statistically significant and nearly statistically significant for discriminating between students who completed the spring of 1992 versus those who had dropped out of college.

CSI SCALE	ALL STUDENTS (n=255)	FULL-TIME STUDENTS (n=156)	PART-TIME STUDENTS (n=99)
dropout proneness	t=1.86, p=.07	t=2.27, p<.05	not sign.
financial stability	t=3.40, p<.01	t=1.67, p=.10	t=2.59, p<.05
study habits	t=2.31, p<.05	t=2.27, p<.05	not sign

Table 14. CSI scales found to be statistically significant for discriminating between students who completed the spring of 1992 v. those who did not register for the spring semester.

CSI SCALE	ALL STUDENTS (n=255)	FULL-TIME STUDENTS (n=156)	PART-TIME STUDENTS (n=99)
desire to finish college	not sign.	t=2.12, p<.05	not sign.
educational transition	not sign.	t=2.13, p<.05	not sign.
family emotional support	not sign.	t=2.10, p<.05	not sign

Table 15. Significant correlations between CSI scales and cumulative GPA and course passrate.

CSI SCALE	CUMULATIVE GPA	COURSE PASSRATE
Academic difficulty	-.19, p<.01	not sign.
Study habits	.22, p<.01	.23, p<.01
Dropout proneness	not sign.	-.21, p<.01

A series of stepwise logistics regression analyses were conducted to compare the relative strengths of the CSI scales in predicting dropout. Dropout proneness was the leading predictor of students dropping out during the semester. Both dropout proneness and financial stability survived as statistically significant, independent predictors of students failing to return for the spring semester.

Conclusions reached in study 4.

Did any CSI scales predict outcomes such as GPA, passrate, college dropout? Scores on several CSI scales were significantly different for students who either dropped out mid-semester or failed to return for the spring semester versus those who completed both the fall and spring semester of 1991-2. Although several CSI scales were statistically related to student outcomes, we were not too impressed by their combined ability to classify students in the logistics regression analyses. We do feel that the CSI could be excellent as a counseling tool for identifying students with certain "at-risk" indicators much earlier than the typical mid-semester early alert procedure. The diagnostic and prescriptive reports generated by the CSI for each student could easily become the driving force for a comprehensive and truly *early* alert process which quickly connects students to the appropriate interventions. We are very interested in further evaluating the CSI for possible incorporation into our early alert program.

V. SUGGESTIONS REGARDING THE DESIGN OF AN EARLY ALERT PROCESS.

Implementing an early alert program requires making numerous decisions, many of which may have considerable impact on staff and budget. This section lists, in bold print, some of the key decisions that must be made. I have included my own comments and suggestions based upon the experience gained from working on this research project.

1. Does a college really need an early alert process? In the most global sense, the answer to this question depends on the degree that a college cares about students who are experiencing academic problems in their classes. The answer also depends upon on the supportive resources available to students, and the extent to which students are aware of, use, and are helped by these resources. An early alert process having a good tracking mechanism can help gauge the type and extent of students' needs, and can provide information for evaluating the effectiveness of attempts to meet students' needs.

In California all community colleges must have in place a matriculation program which has, among its several components, a student follow-up system that, "ensures regular monitoring for early detection of academic difficulty," and which makes "referrals

to appropriate services/curricula as necessary" (Title V sections 55520, 55526). Follow-up also is required for students on academic probation and those who are still undecided about their educational goals. Although other approaches are being tried, some of which are mentioned later, the more traditional early alert procedure, if properly designed, may be the most efficient and effective way to meet the matriculation and Title V follow-up requirements.

A literature search conducted two years ago found that very few systematic studies had focused on early alert programs. For the most part, colleges which reported success with early alert procedures were those having declining enrollments and, therefore, a real interest in student retention. A second but important factor for successful programs was human contact, usually phone calls to students, to supplement letters.

There probably are many colleges who have abandoned their particular brand of early alert because of any or all of the following reasons: 1) high student enrollments - beginning enrollments were at or near capacity and the college had no systematic data on student progress anyway; 2) faculty resistance - the early alert system was designed without faculty input, but demanded a significant increase in faculty time; 3) rather impersonal, in some cases threatening, form-like letters were sent to students; 4) no tracking and evaluation component was designed into the program in order to determine if students actually reported to services to which they had been referred, or if student performance was improved by the services provided.

Because of insights gained through our literature search and through informal discussions with colleagues at other colleges, we sought to avoid mistakes made by others when designing an early alert process. First, although our enrollments were running near capacity, we determined that as many as half of our first semester students, even our most academically fit students, were an at-risk group who often perform below ability in their classes. Throughout the two years of our study it was routine to find that one-half of the freshman class had been assigned NOT-OK alerts by their instructors. This fact was included on all requests for faculty to complete their early alert rosters on a timely basis. Our goal was to overcome the perception - because it is a highly inaccurate perception - that because classes are full at the beginning of the semester, the college is doing all that's necessary to assist students in acquiring a good education. Second, faculty were included in discussions about effective and efficient methods for gathering alert input. Third, a great deal of time was devoted to designing the letters so that they were informative, supportive, and prescriptive. Finally, we included a way to track students so we could evaluate the impact, if any, of the program. Even with all the care we took in designing the early alert system for this study, we still have things to change and add if the program is going to be effective.

2) What should be the primary purposes of an early alert process? The primary purpose of an early alert process should be to connect those students achieving below their ability in their classes to the most appropriate support service and/or study skills or basic skills class available. Some may argue that an early alert program isn't needed because faculty already do a fine job of referring students having problems. But too many teachers, especially the large number of part-time instructors on the staff at many community colleges, don't know everything they need to know in order to refer students to the appropriate services and courses. Few instructors know the name of each service, nor the service's contact person, days and hours of operation, location, and phone number. Few instructors will be able to identify for students the scheduling for future workshops, study skills and basic skills courses offered by the college. The point is that, although in-person instructor referrals are probably a powerful incentive for getting a student to a service, too many instructors have insufficient information about services, etc. The college cannot rely the faculty referrals alone to serve as the early alert program; many students simply won't be referred to the services and courses available to them.

3) Who should supply feedback on student progress? Faculty are the primary source of information on each student's current classroom progress, so it isn't surprising that most early alert systems depend on faculty input. Although it is unrealistic to expect all faculty to gladly provide feedback on student progress, it may be possible to increase the percentage of faculty who do participate by including faculty representatives and leaders when designing of the early alert process, and especially when deciding on specifics as to the type of information (alert codes) and the method by which this information is gathered. Once the alerts are gathered from the instructors, it is important to formally thank them for their help. It is also very important to inform faculty and staff about any evidence that the early alert program has been shown to help students make more use of support services, induced students to take basic skills and study skills classes, and has helped students perform better academically.

Gathering of alerts from faculty should be as efficient and easy as possible for instructors. Any method developed, no matter how streamlined, is extra work for teachers. The EARS system was developed so that instructors simply bubble-in each student's alert feedback onto a roster which alpha orders the names of students in each class.

Some colleges recently have discussed minimizing faculty time in the early alert process by having instructors distribute early alert forms to students and having the students themselves provide the alert information. While at first glance this method may seem elegantly simple, one must question whether freshmen can accurately assess their mid-semester class progress. One EOPS counselor recently told the author how EOPS students often are shocked when

they receive unsatisfactory progress reports from their instructors; until they receive the progress reports, many EOPS students are under the assumption that they are doing fine in their classes.

3) When should information on student progress (alerts) be gathered? For an early alert system to be effective, timing is very important. Instructors need time to gather enough information if they are to make a valid assessment of their students' progress. However, instructor feedback must be gathered early enough to offer and provide help before it is too late in the semester. In the sixteen week semester, Irvine Valley asks for instructor feedback prior to the end of the seventh week so that letters can be mailed out during the eight and ninth weeks. It is also recommended that sections of study skills and basic skills classes be scheduled to begin just about the time that the early alert letters are mailed; these courses can keep students enrolled at the college and help get them re-oriented toward becoming a successful student.

4) What feedback should be gathered? Representatives of faculty and student services should meet to generate the types of alerts to be collected from instructors. Codes should be unambiguous so that the referral advice is obvious. The EARS system was designed to accommodate up to twelve different alerts per student. So far we have been using just eight: OK, Needs Tutoring, Needs to Attend Class, Needs Study/Time Mgt. Skills, Needs Basic Skills, Needs Counseling, Career Center, Has Withdrawn From Class. Our sister college, Saddleback, is in the process of changing some of these codes and adding a few more. Regardless of which alert codes finally are selected, it is critical that faculty participate in the development of these codes; without faculty input and support, the early alert system will fail.

5) What should be done with the alert feedback? How can it best be used? One college is planning to send a letter to each alerted student asking him/her to see the instructor during the instructor's office hours. The instructor will then counsel the student about the alert. While this may be the ideal procedure for some students, it simply won't accommodate students whose personal schedules are incompatible with the instructor's office hours; nor will students of part-time instructors be accommodated.

The alert letters sent to students by most colleges could use a great deal of improvement. When printing the letters, word processors can be programmed to generate different paragraphs depending on which alerts were bubbled-in. The design of the letter requires considerable thought. The letter should be <u>supportive</u> ("many students experience difficulty when they begin their college education, but most are able to adjust and go on to obtain their educational goals"), <u>informative</u> ("instructor Jones who teaches your Algebra 1 classes is concerned about your progress and recommends that you visit the tutoring center. The tutoring center has tutors available to help you at no cost. Here is how to

find the tutoring center..."), positive ("we're providing this feedback because we know it will help you succeed in your classes"). The most powerful strategy may be to send out letters, then phone the non-responding students, while providing students' mailing and phone lists to the recommended services so the services can make follow-up calls or send out information. For students who are advised to take them, schedule various study skills and basic skills classes to begin mid-semester; provide the students with information about these classes and how to register for them.

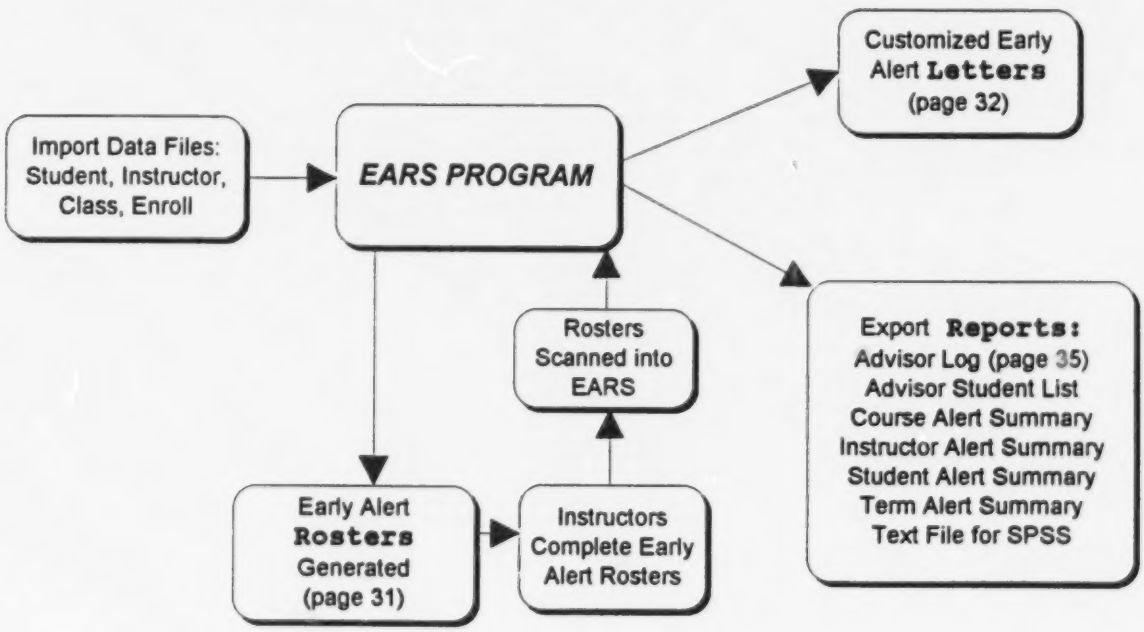
6) How does the college determine if the early alert program is working? For our study, we gathered end-of-semester outcomes such as cumulative GPA, course passrate, cumulative units earned, grade points, and college retention. Although these measures proved useful, we should have had additional outcome measurements. In order to evaluate the effectiveness of the early alert program as a referral source, the college should monitor the rate at which students report to the recommended services or register for recommended study and basic skills courses. One college, Las Positas, recently implemented a very inexpensive system for tracking support service contacts. Upon each student's visit to a support service, the following information is bubbled-in on a small Scantron sheet: student identification number, date, support service identification code, and a code for the type of service provided. The Scantrons are gathered periodically and scanned through a Scantron data terminal and into the district mainframe. Summary reports are generated when desired. Irvine Valley College plans to adopt a similar approach for the 1992-3 school year. Again, the rate at which students use the various support services or register for study and basic skills courses are key measures which ought to be available when evaluating the effectiveness of an early alert program.

Educational goal completion rates might be another, more longitudinal outcome measure for evaluating the effectiveness of the early alert process of students who follow the referrals and those who do not. Finally, in order to determine if students see early alert as a supportive, helpful program, it is a good idea to conduct surveys or focus groups of students who have participated in the early alert program.

APPENDIX

THE EARLY ALERT RETENTION SYSTEM (EARS) SOFTWARE

We contracted a programmer to design software which would work on a PC, take advantage of efficient scanning technology, generate several types of reports, and enable us to print customized letters. The flowchart provides an overview of the EARS system. The software works well. To implement EARS you will need to install Paradox 3.5, a powerful database, and Microsoft Word version 4.0 or later, or WordPerfect 5.X. It is also essential to have available a person with the technical background to install EARS and get it running. This person should be familiar with relational databases, word processing mail-merge techniques and conditional statements, DOS file management, and the basic operations of Paradox.



Overview of EARS System

Software and Hardware Requirements to Accommodate EARS

- o Paradox 3.5
- o Microsoft Word 4 or later, or WordPerfect 5.x
- o Scanform for collecting alerts from instructors (see page 31 for the Scanform we designed) . Your college can use this format and have the Scantron company insert your college name and logo, etc.)
- o Scantron Model 8200
- o HP LaserJet II or III or compatible laser printer
- o 10MB harddrive space minimum
  (during compilation; otherwise 3MB)
- o 1MB RAM minimum
- o 80286 processor minimum, 80386 recommended
  (no graphics card required; no mouse required)

Abstract:
EARS produces reports and customized letters on individual student's progress, based on reports by instructors. EARS exports data to SPSS for statistical analysis, and is completely PC automated.

Procedure:
EARS imports data (such as Name, Address, Class and Instructor) collected from the campus Registration office on enrolled students and their classes. EARS then creates several Paradox database files, which stores each semester separately. Colleges can key in the data. For colleges with computerized registration information, the following import files (ASCII) must be created: Student.txt, Instruct.txt, Class.txt, and Enroll.txt. All field in the import files must be delimited (surrounded) by double quotes and separated by commas. All records must be terminated (end) with a carriage return. All data is ASCII text, no binary numbers. For numbers, signs and decimal points are optional. The field values do not have to be trimmed (no trailing spaces), they may be fixed length. Do not exceed the allocated fieldsize (see note below). The following are example records terminated by (unseen) carriage returns.
"Field 1a","Field 2a","Field 3a"
"Field 1b","Field 2b","Field 3b"

EARS creates Instructor Class Rosters based on the students in the EARS databases. These rosters are alphabetical by Instructor and Student, scannable, customized, and have high quality laser-printing.

When the instructors have completed the rosters, EARS reads in the data generated by Scanform, the scanning utility software.

EARS is now ready to generate reports, such as all students having a particular type of alert, or a log report of all of the data contained in EARS.

EARS is also now ready to generate data for letter generating. This allows WordPerfect or Microsoft Word to read the data, which is saved as ASCII text, fields delineated by commas, into customized letters. The letters can contain a student's name and address for use in see-through envelopes, be alert-specific, contain information regarding all of the student's classes and alerts, or simply request that the student see a counselor.

EARS will also export the data to ASCII format, for statistical analysis by SPSS.

The EARS software was designed as an integral part of this research project. The software and documentation will be available to others as of December 1st, 1992. There is a $20 fee to cover materials, postage and handling. Make checks payable to *Irvine Valley College Early Alert Account*. Send your order to:

Jerry Rudmann, Early Alert Project Manager, Irvine Valley College, Social and Behavioral Sciences, 5500 Irvine Center Drive, Irvine, CA 92720. Please allow three weeks for delivery.

SADDLEBACK COMMUNITY COLLEGE DISTRICT

TICKET NUMBER	COURSE NUMBER AND TITLE				INSTRUCTOR	UNITS	HRS/WEEK
63660	NUT 1: PRIN OF NUTRITION				LICAVOLI, L		3
TIME	DAYS	ROOM	SEMESTER	SCHOOL YEAR			SHEET
9:00-12:00AM	F	P 4	Spring	1992			1

Saddleback College

IRVINE VALLEY COLLEGE

SCANTRON
FORM NO F-2643-NC

© SCANTRON CORPORATION 1991
ALL RIGHTS RESERVED.

3391 C 01254321

DIRECTIONS

USE NO. 2 PENCIL ONLY

- MAKE DARK MARKS
- ERASE COMPLETELY TO CHANGE EX: Ⓐ ● Ⓒ Ⓓ Ⓕ
- KEY TO ALERT CODES:

O - OK, NO PROBLEM
B - BASIC SKILLS CLASS
S - STUDY SKILL / TIME MGT.
T - TUTORING
C - COUNSELING
A - ATTENDANCE PROBLEM
M - MISSED TOO MANY, SHOULD WITHDRAW
W - HAS WITHDRAWN

STUDENT NUMBER	STUDENT NAME	ALERT CODE
1212278	Adams, John	O B S T / C A M ●
21212187	Boop, Betty	O B S T / C A M ●
32323256	Costello, Lou	● B S T / C A M W
56741233	Denver, John	● B S T / C A M W
83384338	Ford, Mary	● B S T / C A M W
28746532	Paul, Les	O B S T / C A M W
		O B S T / C A M W
		O B S T / C A M W
		O B S T / C A M W
		O B S T / C A M W
		O B S T / C A M W
		O B S T / C A M W
		O B S T / C A M W
		O B S T / C A M W
		O B S T / C A M W
		O B S T / C A M W
		O B S T / C A M W
		O B S T / C A M W
		O B S T / C A M W
		O B S T / C A M W
		O B S T / C A M W
		O B S T / C A M W
		O B S T / C A M W
		O B S T / C A M W

Early Alert Collection Sheet

IVC
IRVINE VALLEY COLLEGE
5500 Irvine Center Drive, Irvine, CA 92720 714/559-9300 • FAX 714/559-3270

Kenneth [redacted]

IRVINE,CA 92714

Dear Kenneth [redacted]:

This semester, Irvine Valley College begins a new program called **Early Advantage**. The purpose of this program is to provide instructors an opportunity to refer students to campus support services. Through these services, many students receive the help they need to successfully complete their course work.

The instructor(s) of the course(s) listed below has expressed concern about your progress.

D. STACK, your MATH 2 instructor, has suggested that you may benefit from:

Developing your study and/or time management skills.
Tutoring.
Attending class regularly.

STUDY SKILLS COURSES: We invite you to enroll in one of the excellent study skills classes offered at IVC. Valuable study skills can be acquired through the following courses:

RD 173, Reading Across the Curriculum (0.5 unit). This course introduces students to a complete study method and provides practice in applying the method to text chapters in the physical, life and social sciences, and business.

Reading 270, Reading for College Success (3 units). This course is designed to prepare students for college-level reading assignments by bringing their vocabulary, comprehension, and study techniques to college proficiency.

Applied Psychology 101, Academic Skills and College Success (1.5 units). This course is designed to assist students in developing the time management and effective study skills necessary to reach their educational goals. Topics covered include the following: various learning theories, principles of memory, motivation effective note-taking textbook study systems outlining skills, research skills

Example of Customized Letter

BOARD OF TRUSTEES
Harriett S. Walther

TUTORING: Tutoring in a variety of subjects is available through the new Learning Assistance Center. Our well-qualified tutors are available in Building B100, Room 108 (inside the library). Please drop by. Toren Hudson, the Tutoring Coordinator, will be available during these times for more information: between 1 and 5 Monday and Tuesdays from 12 to 2 and 4 to 5. Or call (714) 559-3471. Mathematics students can also obtain tutoring in math by enrolling in Math 180 or Math 280 and visiting the Mathematics Tutorial Laboratory in B355.

ATTENDANCE: Board policy requires that your instructor maintain accurate attendance records. Your instructor is concerned that you are missing class too often. As a student, one of your primary responsibilities is to attend classes regularly. Please keep in mind that good class attendance is an important part of college success.

We realize that students often encounter many circumstances which interfere with college. Since we are interested in helping you achieve the academic goals you have set for yourself, we may be able to help. The attached page describes a variety of support services available to you at Irvine Valley College. Hopefully, we have a service which can help you improve your class attendance.

The faculty and staff of Irvine Valley College are interested in helping you achieve the academic goals you have set for yourself. We hope that this information, which is provided through the Early Advantage Program, is helpful.

Good luck in your studies at IVC.

Sincerely,

John Andrews,
Vice President of Student Services
Irvine Valley College

(ea_long.doc)

SEE ADVISOR LETTER

IVC LETTERHEAD

Student Name
Student Address

Dear Student: Name of student

This semester, Irvine Valley College begins a new program called **Early Advantage**. The purpose of this program is to provide instructors an opportunity to refer students to a advisor who is specially trained to help students find the services they need to succeed in their course work.

Recently, *one of your instructors expressed concern about your progess in one of your courses. It is important that you meet with our Early Advantage faculty advisor, Lee Romaniszyn, as soon as possible*. As your advisor, Lee will reveal to you the nature of your instructor's concern and will help explore ways to improve your class progress. Lee, who is a warm and caring individual, is very aware of the many support services available to help students succeed in their course work, and she wants to help.

Make an appointment for a brief meeting with Lee right away. Phone for an appointment (**559-3387**) in her office (**A228**). If she is not in, leave a message on her answer machine. Lee's hours this semester are:

Mondays: 9 AM to 1 PM
Wednesdays: 9 AM to 6 PM
Thursdays: 9 AM to Noon, 3 PM to 7 PM
Fridays: 1 PM to 4 PM

I want you to take advantage of this unique opportunity to greatly increase your chances of success at IVC. Get your college career off to a great start. Remember, you must call or stop by for an appointment right away. Lee's schedule will fill fast, but she wants to meet with you.

Sincerely,

John Andrews,
Vice President of Student Services
Irvine Valley College

(alertlet2.wps)

10/22/91 Advisor Log Page 1

ADVISOR: RESNICK, Mr. Gary ID: 1

JAMES (714) ID: 516488

MGT 1 MASSARO, D

SAMIR (714) ID: 517001

ASTR 20 MC CORD, R O
MIST 10 MARMOLEJO, F
PHIL 3 DRULEY, J
GEOG 3 BAZZELL, M O

YASMIN (714) ID: 508078

SP 1 WATERMAN, G
MIST 11 ZUKAS, A O
NLTH 1 DEEGAN, P

VICTORIA (714) ID: 514976

CHEM 3 MATHUR, R T S
MR 201 LUESEBRINK, M C BS
MATH253 HAYASHI, M

OMAR (714) ID: 510419

ESL 370 BAIN, J

STACY (714) ID: 506704

PS 1 JUNDANIAN, B O
LIT 1 BORRON, B O
MIST 22 JUNDANIAN, B O
NLTH 1 DEEGAN, P

JASON (714) ID: 512375

LIT 33 CLARK, K
MIST 21 BRYSON, D O

AMBER (714) ID: 513856

SOC 1 MULHOLLAND, E M
ART 20 DOBBS, J O
PHIL 10 TROEDSON, M O
PSYC 1 LOWE, J O
BUS 28 COCOBATIS, C A

LEGEND:

Example of Advisor Log

TO: STUDENT
Instructor: M. NOLAN
Course: PRINCIPLES OF BIOLOGY
FROM: Early Advantage Project Office DATE: May 7, 1992

WE NEED YOUR HELP!

Several weeks ago the college mailed an "Early Advantage" letter to your home. The letter indicated that one (or more) of your instructors was concerned about your course progress. Based upon your instructor's information, we suggested the following services to help you succeed in your class:

Developing your study/time management skills.
Tutoring from the Learning Assistance Center.
Withdrawing from a course, due to absenses.

We sincerely hope the information and recommendations in the letter were useful.

We are now in the process of evaluating the Early Advantage Project. Would you please take a few minutes to complete the survey below? When you are done please put the survey into the envelope, seal it, and give it to your instructor. Your instructor will forward the surveys to our office for processing. Thank you very much for your help. Your input is very important to our project.

Do you recall receiving the Early Advantage letter? YES___ NO___

[Note: if your answer above is "no" please stop here, put this survey into the envelope and return the envelope to your instructor. Thanks for your help.]

As you know, the Early Advantage Programs gathers instructor input about student progress and uses this information to send customized letters to students. These letters suggest sources of support to help students.

From what you now know about the program, which statement below best describes your feelings about it?
___I support the idea of such a program at IVC.
___I have no opinion about such a program at IVC.
___I do not support the idea of such a program at IVC.
Any comments:

At this time, have you contacted any support service (i.e., tutoring, etc.) because of getting the Early Advantage letter?
___YES If "YES" please circle all services you have contacted since the letter:
___NO

TUTORING COUNSELING FINANCIAL AID HEALTH CENTER
CAREER CENTER EOPS WOMAN'S RESOURCE CENTER
DISABLED STUDENT SERVICE JOB PLACEMENT

If you have NOT contacted a recommended service, please check the box below which best describes the probability that you WILL visit one of the recommended services in the near future.
___ 100% ___75% ___50% ___25% ___0%

Please check the box below which best describes the probability that you will actually register for a study skills course this summer or in the upcoming fall semester.
___ 100% ___75% ___50% ___25% ___0%

Your time and help is greatly appreciated. Please place the survey into the envelope, seal the envelope and give it to your instructor. Your instructor will forward the survey to our office for processing.

Survey of Early Alert Students

BIBLIOGRAPHY

Schreiner, Laurie A., The College Student Inventory: Accurately Identifying Students At Risk. Noel-Levitz Centers for Institutional Effectiveness and Innovation, Inc.: Coralville, Iowa.